

Institute of Social Work

<http://www.ipsoc.up.krakow.pl/>

Courses given in English:

COURSE TITLE winter semester	ECTS CREDITS
Health education	2
Interpersonal communication	4
Gerontology in Social Work	2
Workshop with an older person in social work	2
Stimulating the development of the child in the family	2
The stress and the professional burnout in social professions	2

COURSE TITLE summer semester	ECTS CREDITS
Interpersonal communication	4
Social skills workshop	4
Social problems and issue	3
Preparation for the work of persons with disabilities	1
The stress and the professional burnout in social professions	2
Social differentiation in Poland	2
Selected issues of the Polish guardianship and social law system	3

Course title	Health education		
Semester (winter/summer)	winter	ECTS	2
Lecturer(s)	Anna Mirczak, PhD		
Department	Institute of Social Work Pedagogical University of Cracow		

Course objectives (learning outcomes)

The purpose of this course is to show health in the context of society, and the mechanism necessary to develop and promote health for individuals, groups, communities and nations. This course introduces the student to the discipline and profession of health education. Students will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education and health promotion. Students will receive a fundamental understanding of the role of the health education in assessing, planning, executing and evaluating the health challenges that impact the wellbeing of today's society. This course will provide students with an experience that assists them in understanding the interrelationships between physical, social, and cultural forces in the etiology of disease and the ensuing practices of public health and disease prevention.

Prerequisites

Knowledge	No required
Skills	No required
Courses completed	No required

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	15		15					

Teaching methods:

The course is conducted by workshops, exercises and lectures. There are also used other teaching methods as brainstorm and quizzes.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
			x					x	x			x	

Assessment criteria	<p>Final score includes:</p> <ul style="list-style-type: none"> - Attendance - Active participation in lectures and classes (discussions, expressing suggestions and own opinions) - Prepare the individual program of health education and its presentation on classes - Written exam for each students – questions (including workshops' and lecture's material)
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Comments	
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Course content (topic list)

<p>Lectures:</p> <ol style="list-style-type: none"> 1. Source and history of the idea of health education. Defining key concepts: health, health education, preventative health care, health promotion. 2. Health determinants. 3. Setting approach in health education. 4. Methods and forms in health education. 5. Diseases of the modern civilization and its health and social consequences. <p>Workshop:</p> <ol style="list-style-type: none"> 1 Planning the health education program and presentation of selected one (working in groups). 2 The mass media role in health education. 3 A healthy lifestyle and positive health behaviors. 4 Discuss how to assess health education needs of an individual, family and community. 5 First aid education.

Compulsory reading:

<ol style="list-style-type: none"> 1. Modeste, N., & Tamayose, T. (2004). Dictionary of public health promotion and education: Terms and concepts. John Wiley & Sons. 2. Connolly, M. (2011). Skills Based Health Education. Jones & Bartlett Publishers. 3. Watson, M. E. (2011). Systems Approach Workbook for Health Education & Program Planning. Jones & Bartlett Publishers. 4. Koelen, M. A., & van den Ban, A. W. (2004). Health education and health promotion. Wageningen Academic Pub.

Recommended reading:

1. Lorig, K. (1996). Outcome measures for health education and other health care interventions. Sage.
2. Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2008). Health behavior and health education: theory, research, and practice. John Wiley & Sons.
3. Lowenstein, A., Foord-May, L., & Romano, J. (2009). Teaching strategies for health education and health promotion: working with patients, families, and communities. Jones & Bartlett Publishers.
4. Ewles, L., & Simnett, I. (2003). Promoting health: a practical guide. London: Baillière Tindall.
- 5.

Course title	Gerontology in Social Work		
Semester (winter/summer)	winter	ECTS	2
Lecturer(s)	dr hab. Norbert Piķula, prof. UP mgr Katarzyna Białyżyt		
Department	Institute of Social Work		

Course objectives (learning outcomes)

The student knows the socio-demographic problems and the consequences of an aging population in Poland. He has knowledge of the biological, psychological, spiritual and social aspects of old age, knowledge institutions, institutions of social welfare and educational organizations pro seigniorial, knowledge of education in old age.

Prerequisites

Knowledge	No required
Skills	No required
Courses completed	No required

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	15		15					

Teaching methods:

lecture presentation, brainstorming, working with text, design, educational games, fieldwork

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
	X			X	X	X			X			

Assessment criteria	Student gets credit on the basis of successful completion test (60%) and on the basis of active participation in classes and prepared project.
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Comments	
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Course content (topic list)

<ol style="list-style-type: none"> 1 Cognitive and practical dimension of Gerontology 2 Demographic aspects of aging and old age 3 Multidimensionality of aging 4 Health behaviors of elderly people 5 Position Polish seniors in the community 6 Areas of non-compliance with the rights of the elderly 7 Social work with seniors 8 Quality of life in Polish seniors 9 Style of life of older people 10 Coherence as an important factor in the mental health of older people 11 Senior man against his old age 12 Public education to old age 13 Preparing staff of social assistance in terms of aging 14 Activation of social, cultural and educational elderly

Compulsory reading

<p>Kijak R.J., Szarota Z., Starość. Między diagnozą a działaniem, Warszawa 2013. Pikuła N. G., Poczucie sensu życia osób starszych. Inspiracje do edukacji w starości, Kraków 2016. Szarota Z., Starzenie się i starość w wymiarze instytucjonalnego wsparcia, Kraków 2010. Szatura-Jaworska B., Błędowski P., Dzięgielewska M., Podstawy gerontologii społecznej, Warszawa 2006. Worach-Kardas H., Starość w cyklu życia. Społeczne i zdrowotne oblicza późnej dorosłości, Katowice 2015.</p>
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Recommended Reading

- Białyżyt K., Holistyczne oddziaływanie na seniorów - doświadczenia Ośrodka Wsparcia dla Osób Starszych Caritas Archidiecezji Krakowskiej, w: Starzenie się: problemat społeczno-socjalny i praktyka działań, red. M. Nózka, M. Smagacz-Podziemska, Kraków 2014.
- Chabior A., Aktywizacja i aktywność ludzi w okresie późnej dorosłości, Kielce 2011
- Czerniawska O., Style życia w starości, Łódź 1998.
- Czerniawska O., Drogi i bezdroża andragogiki i gerontologii, Łódź 2011.
- Dubas E., Edukacyjne paradygmat badawczy w geragogice, w: Edukacja do i w starości, red. M. Kuchcińska, Bydgoszcz 2008.
- Dubas E., Starość znana i nieznaną – wybrane refleksje nad współczesną starością, „Rocznik Andragogiczny” 2013, tom 20.
- Dubas E., Starość – darem, zadaniem i wyzwaniem. Rola aktywności i edukacji (wybrane wątki), w: Refleksja nad starością. Obiektywny i subiektywny wymiar starości, red. E. Dubas, M. Muszyński, Łódź 2016.
- Fabiś A., Edukacja osób starszych, w: Ludzka starość. Wybrane zagadnienia gerontologii społecznej, red. A. Fabiś, J. K. Wawrzyniak, A. Chabior, Kraków 2015.
- Halicki J., Edukacja seniorów, w aspekcie teorii kompetencyjnej. Studium historyczno-porównawcze, Białystok 2000.
- Pikuła N. G., Białyżyt K., Aktywność zawodowa osób po 55. roku życia w Polsce i Unii Europejskiej - analiza porównawcza, w: Rynek pracy, kariera zawodowa: wyzwania dla edukacji, red. Pikuła N.G., Jagielska K., Białyżyt K., Katowice 2016.
- Pikuła N. (red.), Starość może być atrakcyjna, Kraków 2012.
- Pikuła N., Etos starości w aspekcie społecznym. Gerontologia dla pracowników socjalnych, Kraków 2011.
- Pikuła N. G., Obraz osoby starszej w przestrzeni medialnej, „Studia Socialia Cracoviensia” 2016, nr 2. (dostęp on-line).
- Steuden S., Marczuk M. (red.), Starzenie się a satysfakcja z życia, Lublin 2006.
- Szarota Z., Przestrzeń edukacyjna Uniwersytetów Trzeciego Wieku, „E-mentor” 3 (25)/2008. (on-line).
- Szarota Z., Gerontologia społeczna i oświatowa. Zarys problematyki, Kraków 2004.
- Szarota Z., Seniorzy w przestrzeni kulturalno-edukacyjnej społeczeństwa wiedzy, w: „Chowana”- Edukacja wobec starości tradycja i współczesność, Katowice 2009. (on – line).
- Zych A. A. , Słownik gerontologii społecznej, Warszawa 2001.
- Zych A. A., Przekraczając „smugę cienia”. Szkice z gerontologii i tantologii, Katowice 2013.

Course title	Stimulating the development of the child in the family		
Semester (winter/summer)	winter	ECTS	2
Lecturer(s)	dr Józefa Matejek		
Department	Institute of Social Work		

Course objectives (learning outcomes)

The aim of the course is to acquaint students with the basic knowledge of techniques of activating the development of the child in the family and prepare them to create their own methodological skills in supporting and activating the child's development.

Prerequisites

Knowledge	The student has knowledge of social pedagogy, developmental psychology.
Skills	The student has acquired skills to think creatively within the scope of organizing work with the child.
Courses completed	Completed course in social pedagogy and developmental psychology.

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			15						

Teaching methods:

Exercises- activation methods, method of projects, group work

Assessment methods:

	E-learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						x	x	x					

Assessment criteria	The qualifying criterium for a credit is the student's attendance, active participation in discussions and during classes (30%) and preparation of the project (70%).
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Comments	-----
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Course content (topic list)

Programs, methods and techniques of activating development:

- motor development,
- visual perception, orientation in the macro and micro space, visual - motor coordination,
- auditory perception,
- the development of language, speech and thinking,
- emotional and social development

Compulsory reading

Franczyk A., Krajewska K., Program psychostymulacji dzieci w wieku przedszkolnym z deficytami i zaburzeniami rozwoju, Kraków 2002.

Kielar M., Muchacka B. (red.) Stymulująca i terapeutyczna funkcja zabawy, Kraków 1999.

Klaus W. Vopel, Witajcie ręce, Kielce 2009.

Klaus W. Vopel, Witajcie oczy, Kielce 2009.

Klaus W. Vopel, Witajcie uszy, Kielce 2009.

Klaus W. Vopel, Od stóp do głów, Kielce 2009.

Klaus W. Vopel, Witajcie nogi, Kielce 2009.

Klaus W. Vopel, Gry i zabawy integracyjne dla dzieci i młodzieży, Kielce 2009.

Mańkowska I., Kreowanie rozwoju dziecka, Gdynia 2005.

Szmidt K., Ligęza W., Twórczość dzieci i młodzieży: stymulowanie, badanie, wsparcie, Kraków 2009.

Więcek R., Dzieci nadpobudliwe psychoruchowo w wieku przedszkolnym, Kraków 2010.

Course title	Interpersonal Communication		
Semester (winter/summer)	Winter/summer	ECTS*	6
Lecturer(s)	dr Katarzyna Jagielska		
Department	Institute of Social Work		

Course objectives (learning outcomes)

This course is intended to give the students theoretical and practical knowledge in the field of communication theory. During the course students: will acquire basic knowledge of verbal and nonverbal communication, students will know the forms of communication barriers and how to overcome them. Students will learn about the principles of effective communication, types and aims of communication. The students, also, will have ability to create satisfactory cooperation based on multilateral understanding of the communication process and will have skills (ja bym tu dała: will acquire competencies necessary for effective interpersonal communication) in the interpersonal communication. The students will be able to analyze the behavior of their own and other people to be effective in communication; they will be able to deal with the barriers of communication in interpersonal relations, identify and apply in practice the various procedures to resolve conflicts.

Prerequisites

Knowledge	No required
Skills	No required
Courses completed	No required

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			15			15		

Teaching methods:

Lecture, reading article, the analysis of texts, group discussion, activities, oral presentation based on the obligatory literature

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
							X	X	X				

Assessment criteria	Activity and participation in classes – 10 % Student's presentation 30% Discussion, reading article 20% Project 40%
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Comments	-----
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Course content (topic list)

1. Analysis of the communication process. Communication theory.
2. Create messages and reply to messages. The role of the emotions in the process of communication.
2. Forms of communication: verbal and non-verbal communication.
3. Communications barriers and ways to overcome them.
4. The principles of effective communication. The importance of listening skills in the communication process. Active listening techniques.
5. Feedback. Asking questions and giving answers.
6. Conflicts. Methods of conflict resolution. Negotiation.
7. The dynamics of interpersonal relationships. The role of distance and space.
8. Influence.

Compulsory reading

M. L. Knapp, J. A. Daly, Interpersonal communication. Vol. 1, Introduction, history and communicator characteristics , Los Angeles 2010.
 M. L. Knapp, J. A. Daly, Interpersonal communication. Vol. 2, Processes and messages, Los Angeles 2010.
 M. L. Knapp, J. A. Daly, Interpersonal communication. Vol. 3, Forming and maintaining relationships, Los Angeles 2010.
 M. L. Knapp, J. A. Daly, Interpersonal communication. Vol. 4, Persuasion and competence, Los Angeles 2010.
 O. Hargie, D. Dickson, Skilled interpersonal communication: research, theory, and practice, London - New York 2004.
 R. B. Adler, L. B. Rosenfeld, R. F. Proctor, Interplay. The process of Interpersonal Communication, 2003.
 R. B. Cialdini, Influence. Science and practice, 2001

Recommended reading

M. Koneya, Louder than words ... : nonverbal communication, Columbus 1976.
 S. Ramaraju, Psychological perspectives on interpersonal communication, ResearchersWorld 01/2012.
 J. Fiske, Introduction to Communicaiton Studies, 1990.
 S. P. Morreale, B.H. Spitzberg, J. K. Barge, Human Communication: Motivation, Knowledge and Skills, 2001.

Course title	Social skills workshops		
semester	summer	ECTS*	6
Lecturer(s)	Dr Katarzyna Jagielska		
Department	Institute of Social Work		

Course objectives (learning outcomes)

This course will help students to understand how to develop social skills, which will enable them to build correct relationships. The course focuses on developing a particular set of “social skills”. Participation in classes help students to know the factors and the overarching structures that influence interpersonal interaction.

Prerequisites

Knowledge	No required
Skills	No required
Courses completed	Interpersonal Communication

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours			10			20		

Teaching methods:

Reading articles, group discussion, training and practice activities

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						X	X	X				

Assessment criteria	Activity and participation in classes 10% Student's presentation 30% Discussion, reading articles 20% Project 40%
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Comments	
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Course content (topic list)

1. Effective communication.
2. Assertiveness.
3. Emotions.
4. Self-presentation.
5. **Developing teamwork skills**
6. Conflict Resolution Skills.

Compulsory reading

O. Hargie, D. Dickson, *Skilled interpersonal communication: research, theory, and practice*, London - New York 2004.

S. P. Morreale, B.H. Spitzberg, J. K. Barge, *Human Communication: Motivation, Knowledge and Skills*, 2001.

B. H. Spitzberg, W. R. Cupach, *Interpersonal communication competence*, CA: Sage, Beverly Hills 1984.

P. R. Garber, *50 Communications Activities, Icebreakers, and Exercises*, HRD Press, Massachusetts 2008.

Recommended reading

Course title	Workshop with an older person in social work		
Semester (winter/summer)	winter	ECTS	2
Lecturer(s)	mgr Katarzyna Białożył		
Department	Institute of Social Work		

Course objectives (learning outcomes)

The student know methods and techniques of social work with seniors. The student knows the conditions of social work with an older person in Poland.

Prerequisites

Knowledge	The student knows the socio-demographic problems and the consequences of an aging population in Poland.
Skills	No required
Courses completed	Gerontology in Social Work

Course organization									
Form of classes	W (Lecture)	Group type							
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)		
Contact hours			15			15			

Teaching methods:

Group project, discussion, didactic games, multimedia presentation, field classes

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
						X	X	X	X			

Assessment criteria	
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Comments	
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Course content (topic list)

1. Social work with seniors
2. Disability of the elderly
3. Health behaviors of elderly people
4. Institutions supporting the elderly
5. Methods of social work with senior
6. Techniques of social work with seniors
7. Active Polish seniors. [Active Ageing Index](#)
8. Quality of life in Polish seniors
9. Gerontological prevention
10. Crisis situations in old age

Compulsory reading

Kijak R.J., Szarota Z., *Starość. Między diagnozą a działaniem*, Warszawa 2013.
Pikuła N. G., *Poczucie sensu życia osób starszych. Inspiracje do edukacji w starości*, Kraków 2016.
Szarota Z., *Starzenie się i starość w wymiarze instytucjonalnego wsparcia*, Kraków 2010.
Szatura-Jaworska B., Błędowski P., Dziegielewska M., *Podstawy gerontologii społecznej*, Warszawa 2006.
Worach-Kardas H., *Starość w cyklu życia. Społeczne i zdrowotne oblicza późnej dorosłości*, Katowice 2015.

Recommended Reading

Białyżył K., *Holistyczne oddziaływanie na seniorów - doświadczenia Ośrodka Wsparcia dla Osób Starszych Caritas Archidiecezji Krakowskiej*, w: *Starzenie się: problemat społeczno-socjalny i praktyka działań*, red. M. Nózka, M. Smagacz-Podziemna, Kraków 2014.
Chabior A., *Aktywizacja i aktywność ludzi w okresie późnej dorosłości*, Kielce 2011
Czerniawska O., *Style życia w starości*, Łódź 1998.
Czerniawska O., *Drogi i bezdroża andragogiki i gerontologii*, Łódź 2011.
Dubas E., *Edukacyjne paradygmat badawczy w geragogice*, w: *Edukacja do i w starości*, red. M. Kuchcińska, Bydgoszcz 2008.
Dubas E., *Starość znana i nieznaną – wybrane refleksje nad współczesną starością*, „Rocznik Andragogiczny” 2013, tom 20.
Dubas E., *Starość – darem, zadaniem i wyzwaniem. Rola aktywności i edukacji (wybrane wątki)*, w: *Refleksja nad starością. Obiektywny i subiektywny wymiar starości*, red. E. Dubas, M. Muszyński, Łódź 2016.
Fabiś A., *Edukacja osób starszych*, w: *Ludzka starość. Wybrane zagadnienia gerontologii społecznej*, red. A. Fabiś, J. K. Wawrzyniak, A. Chabior, Kraków 2015.
Halicki J., *Edukacja seniorów, w aspekcie teorii kompetencyjnej. Studium historyczno-porównawcze*, Białystok 2000.
Pikuła N. G., Białyżył K., *Aktywność zawodowa osób po 55. roku życia w Polsce i Unii Europejskiej - analiza porównawcza*, w: *Rynek pracy, kariera zawodowa: wyzwania dla edukacji*, red. Pikuła N.G., Jagielska K., Białyżył K., Katowice 2016.
Pikuła N. (red.), *Starość może być atrakcyjna*, Kraków 2012.
Pikuła N., *Etos starości w aspekcie społecznym. Gerontologia dla pracowników socjalnych*, Kraków 2011.
Pikuła N. G., *Obraz osoby starszej w przestrzeni medialnej*, „Studia Socialia Cracoviensia” 2016, nr 2.

(dostęp on-line).

Steuden S., Marczuk M. (red.), *Starzenie się a satysfakcja z życia*, Lublin 2006.

Szarota Z., *Przestrzeń edukacyjna Uniwersytetów Trzeciego Wieku*, „E-mentor” 3 (25)/2008. (on-line).

Szarota Z., *Gerontologia społeczna i oświatowa. Zarys problematyki*, Kraków 2004.

Szarota Z., *Seniorzy w przestrzeni kulturalno-edukacyjnej społeczeństwa wiedzy*, w: „Chowana”- *Edukacja wobec starości tradycja i współczesność*, Katowice 2009. (on – line).

Zych A. A. , *Słownik gerontologii społecznej*, Warszawa 2001.

Zych A. A., *Przekraczając „smugę cienia”*. *Szkice z gerontologii i tantologii*, Katowice 2013.

Course title	Social problems and issue		
Semester (winter/summer)	summer	ECTS	3
Lecturer(s)	Dr Ewelina Zdebska		
Department	Instytut Pracy Socjalnej		

Course objectives (learning outcomes)

Familiarize students with basic knowledge of social issues and issues. Expanding knowledge about the classification of social welfare clients. Pay attention to the specific social problems of our country and the possibilities of support and support from social workers.

Prerequisites

Knowledge	<ul style="list-style-type: none"> The student has knowledge of the theoretical foundations of social work and social work methodology. The student knows and is able to define the categories of social welfare clients.
Skills	<ul style="list-style-type: none"> The student is able to diagnose aid programs and adjust them to selected client groups. The student himself plans and organizes typical projects related to the aid activity. The student assesses the usefulness of acquired knowledge for the realization of broadly understood social work in the face of problems and social issues.
Courses completed	<ul style="list-style-type: none"> Theoretical foundations of social work Methodology of social work

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	30	15						

Teaching methods:

Lecture: Conventional, problem-solving with multimedia presentations

Exercises: situational method, discussion, didactic games, multimedia presentations, text analysis, brainstorming, films

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E-learning
	x			x	x	x					x	

Assessment criteria	50% written exam, 30% work assigned to the class, 10% activity in the class, 10% attendance in the class
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Comments	
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Course content (topic list)

<p>Lectures:</p> <ol style="list-style-type: none"> 1. Concept of social problem, social issue. 2. Social pathologies. 3. Unemployment. 4. Homelessness - Poverty - Poverty. 5. Workaholism 6. Mobbing. 7. Street children. 8. Addiction to TV and electronic media. 9. Media addiction, cyberbullying. 10. Disorganization of the family. <p>Exercises:</p> <ol style="list-style-type: none"> 1. Alcoholism, sect. 2. Drug addiction, AIDS. 3. Domestic violence and aggression. 4. Crime, including juvenile delinquency. 5. Disability. 6. Suicide - Suicidal behavior. 7. Prostitution. 8. Exile. 9. Abortion, euthanasia - social debate. 10. Sexual problems, in vitro fertilization - how much do I know how much I want to know?

Compulsory reading

<ol style="list-style-type: none"> 1. Brańka Z, Szymański M (red); <i>Agresja i przemoc we współczesnym świecie</i>, Kraków 1998 2. Duda M (red) <i>Rodzina wobec zagrożeń</i>, Kraków 2008 3. Kozaczuk F. (red), <i>Zagadnienia marginalizacji i patologizacji życia społecznego</i>, Rzeszów 2005 4. Nowak A, Wysocka E; <i>Problemy i zagrożenia społeczne we współczesnym świecie</i>, Wyd. „Śląsk” Katowice 2001 5. Pospiszyl I ; <i>Patologie społeczne</i>, Wydawnictwo Naukowe PWN , Warszawa 2008 6. Sakowicz T, Gasior K(red.) <i>Rodzina źródłem życia i mądrości</i>, Kielce 2008 Ustawa o pomocy społecznej z 12 marca 2004 roku
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Recommended reading

1. Duda M., Gulla B. (red.), Przeciw wykluczeniu społecznemu, Kraków 2008
2. Lisowska E. (red.), Zagrożenia współczesnej rodziny, Kielce 2008
3. Białobrzeska K., Kawula S. (red.), Człowiek w obliczu wykluczenia i marginalizacji społecznej, Toruń 2006
4. Szluz B., Świat społeczny bezdomnych kobiet, Warszawa 2010
5. Marzec – Holka K., Rutkowska A., Joachimowska J., Praca socjalna i polityka społeczna – obszary współdziałania wobec wykluczenia społecznego, Bydgoszcz 2008
6. Kurzynowski A., Pomoc społeczna odpowiedzią na problemy społeczne?, Radom 2009

Course title	Preparation for the work of persons with disabilities		
Semester (winter/summer)	summer	ECTS	1
Lecturer(s)	dr Tomasz Eliaz Wardzala		
Department	Faculty of Pedagogy		

Course objectives (learning outcomes)

Due to the increasing willingness of entrepreneurs to hire people with incompetent and open-minded co-workers to join them, the emergence of organizations and programs to support the idea of professional activation of workers with incomplete skills, it is necessary to address issues from a broad perspective, Incomplete but also other backgrounds, eg employers, co-workers, work trainers, career counselors, social workers, community animators and others.

Students will be acquainted with various conditions (vocational activation, vocational training, vocational education for the disabled) social, economic and political life of people with disabilities, where work is the main attribute of autonomy and autonomy.

Prerequisites

Knowledge	General knowledge on the issues of prejudice, social exclusion, inclusion, the situation of people at risk of exclusion, the programs of assistance to individuals and excluded groups.
Skills	Reception and creation of speech in Polish at advanced level, use of library collections, interpretation of research results, analysis and synthesis of data.
Courses completed	Not applicable

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours	5	5					

Teaching methods:

Conversational lecture - using multimedia presentations, films, source data; Workshops, exercises - individual and group, individual case analysis, design method.

Assessment methods:

	E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
							x	x					

Assessment criteria	70% preparation and development of the project 30% attendance and activity in class
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Comments	Not applicable
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Course content (topic list)

<ol style="list-style-type: none"> 1. Education for work and work as a process of creating conditions for development. 2. Education to work as space (upbringing for work - by work - at work). 3. Institutions supporting preparation and upbringing. 4. Correct communication with incompetent people. 5. The legal capacity to employ people with disabilities in Poland. 6. Vocational activity of people with disabilities. 7. Vocational activation of people with disabilities. 8. Specificity of work stations for people with different disabilities. 9. Counseling and guidance services provided to people with disabilities. 10. Occupational health and safety requirements for employing people with incompetence. 11. Legal, organizational and financial support for the employment of people with disabilities.

Compulsory Reading

<ol style="list-style-type: none"> 1. P. Jurkiewicz, J.I. Wiśniewska, <i>Wokół pracy zawodowej osób niepełnosprawnych</i>, Wydawnictwo Akademii Pedagogiki Specjalnej, Warszawa 2016. 2. B. Gonciarz, S. Rudnicki, <i>Polscy niepełnosprawni. Od kompleksowej diagnozy do nowego modelu polityki społecznej</i>, Wydawnictwo AGH, Kraków 2014. 3. <i>Niepełnosprawność. Zagadnienia, problemy, rozwiązania</i>, PFRON, ISSN 2084-7734.

Recommended Reading

1. K. Franczak, T. E. Wardzała, *Niepełnosprawność – społeczeństwo – wychowanie*, Wydawnictwo Fundacja REPI-WSSE, Tarnów-Gdańsk 2011.
2. Solak, T. E. Wardzała, *Praca w przestrzeni życia osób niepełnosprawnych*, Wydawnictwo Małopolskiej Wyższej Szkoły Ekonomicznej w Tarnowie, Tarnów 2008.
3. Ustawa z dnia 27 sierpnia 1997 r. o rehabilitacji zawodowej i społecznej oraz zatrudnianiu osób niepełnosprawnych (Dz. U. z 2011 r., nr 127, poz. 721).
4. Ustawa z dnia 13 czerwca 2003 r. o zatrudnieniu socjalnym (Dz.U. 2003 nr 122 poz. 1143).
5. R.E. Drake, G.R. Bond, D.R. Becker, *Indywidualny staż i wsparcie: zatrudnienie wspomaganie - podejście oparte na dowodach*, Polskie Forum Osób Niepełnosprawnych, 2013.
6. A. Giedrewicz-Niewińska, M. Szablowska-Juckiewicz, *Zatrudnianie osób niepełnosprawnych: regulacje prawne*, Difin, Warszawa 2014.
7. M. Brząkowski, *Zatrudnianie niepełnosprawnych*, Wydawnictwo C. H. Beck, Warszawa 2014.

Course title	Stress and professional burnout in social professions		
Semester (winter/summer)	winter/summer	ECTS	2
Lecturer(s)	Dr Katarzyna M. Stanek		
Department	Faculty of Pedagogy/Institute of Social Work		

Course objectives (learning outcomes)

Acquainting students course with the basic knowledge is a purpose of the course about the stress and the professional burnout. During the course conceptions of the stress will be presented from a psychological perspective and the most essential theories of the professional burnout.

Prerequisites

Knowledge	-
Skills	-
Courses completed	-

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	10	5						

Teaching methods:

Lecture - monographic lecture with using multimedia presentations
 Exercises (large group) - activating methods, method of projects, work in the group

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
				x		x	x					x

Assessment criteria: An attendance in classes is a condition of ranking the lecture (75%), the share in discussion and the positive attitude of students in the course of classes of the 30%.
 An attendance in classes is a condition of ranking exercises, workshop

Course content (topic list)

The stress and the professional burnout in social professions

Subject matter of lectures:

1. Stress - basic dates and presentations
2. Concepts of stress (Lazarus, Folkman; Hobfoll; Knot, Rahe, Holmes;)
3. Organizational stress in the career; causes of the stress and possibilities of the fight against the stress
4. Coping with stress (concept of coping with stress; styles of coping with stress; strategies of dealing with);
5. The sense of coherence in the salutogenic model (Antonovsky)
6. The professional burnout - essential concepts
7. Research on the professional burnout
8. Model of the professional burnout based on the organizational structure

Subject matter of exercises:

1. Stress - what the stress is. Process of the reaction of the organism to stress factors. How to struggle against the stress.
2. Resources of the man in coping with stress - workshop
3. Styles and strategies of coping with stress. Whether it is possible in the good way to prevent the appearance of the professional burnout.
4. Professional burnout - methods and tools of the counteraction

Compulsory reading

Antonovsky A., Health, Stress and Coping, San Francisco, Jossey-Bass Publishers, 1979.
 Hobfoll S. E., Conservation of resource caravans and engaged settings, Journal of Occupational and Organizational Psychology, Volume 84, Issue 1, March 2011 , Pages 116–122
 Maslach C., W. B. Schaufeli, T. Marek, Professional Burnout: Recent Developments in Theory and Research, Washington, CD, Taylor & Francis, 1993.
 Maslach C., Jackson S.E., The Maslach Burnout Inventory, Palo Alto, CA, Consulting Sychologists Press, 1986.
 Pines A., Stress and burnout: The significant difference, Personality and Individual Differences, Volume 39, Issue 3, August 2005, Pages 625–635.
 Pines A., Couple Burnout. Causes and Cures, Routlege, New York-London 1996.

Recommended reading

Antonovsky A., The salutogenic model as a theory to guide health promotion, Health Promotion International, Oxford University Press 1996, Volume 11, No.1.
 Iacovides A., Fountoulakis K.N., Kaprinis St., Kaprinis G., The relationship between job stress, burnout and clinical depression, Journal of Affective Disorders, Volume 75, Issue 3, August 2003, Pages 209–221.
 M. Eriksson M., Lindstöm B., "Validity of Antonovsky's sense of coherence scale: a systematic review", Journal of Epidemiology and Community Health, volume 59, pages 460-466, 2005.
 Hobfoll, S. E., Conservation of resources: A new attempt at conceptualizing stress. American Psychologist, 44, 513-525, 1989.
 Hombrados-Mendieta I., Cosano-Rivas F., Burnout, workplace support, job satisfaction, among social workers in Spain: A structural equation model, Internationa Social Work, 56(2), 228-246.

Course title	Social differentiation in Poland		
Semester (winter/summer)	summer	ECTS*	2
Lecturer(s)	Dr Dominika Sozańska		
Department	Institute of Social Work		

Course objectives (learning outcomes)

Student demonstrates knowledge and understanding of contemporary social issues as social inequality and exclusion. Shows understanding of social studies concepts, ideas, and principles as outlined in the syllabus. Interpret data, both textual and graphical and - present a logical argument with the use of appropriate terminology.

Prerequisites

Knowledge	No required
Skills	No required
Courses completed	No required

Course organization

Form of classes	W (Lecture)	Group type					
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)
Contact hours			15				

Teaching methods:

Reading article, the analysis of texts, group discussion,

Assessment methods:

E – learning	Didactic games	Classes in schools	Field classes	Laboratory tasks	Individual project	Group project	Discussion participation	Student's presentation	Written assignment (essay)	Oral exam	Written exam	Other
							X		X			X

Assessment criteria	Activity and participation in classes 30% Discussion, reading article 30% Written assignemnt 40%
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Comments	
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Course content (topic list)

1. Social structure – class and stratification
2. Social change
3. Dimensions of the social exclusion in Poland
 - 3.1 Family and its change
 - 3.2 Poverty and welfare
 - 3.3 Civil society: trust, participation and social capital
 - 3.4 Work and economy
 - 3.5 Religion in modern world

Compulsory reading

Giddens, Anthony (2006), *Sociology*, 5th edition, Cambridge: Polity Press
 Inglehart Ronald, Pippa Norris [2004] *Sacred and Secular Religion and Politics Worldwide*,
http://www.hks.harvard.edu/fs/pnorris/Books/Sacred_and_secular.htm
 Sztompka Piotr (1993) *The sociology of social change* Oxford ; Cambridge, Massachusetts: Blackwell,
 Slany, Krystyna *Pluralisation of marital and family arrangements in Poland: a sociological and demographic perspective*
 Tarkowska, Elzbieta *POVERTY AND SOCIAL EXCLUSION, IN RURAL AREAS, Final Report*,
 European Commission, www.ec.europa.eu/social/BlobServlet?docId=4434...en

Recommended reading

Daly Mary , Hilary Silver (2008) *Social Exclusion and Social Capital: A Comparison and Critique* :
 Source: *Theory and Society*, Vol. 37, No. 6 (Dec., 2008), pp. 537-566 Published by: Springer Stable
 URL: <http://www.jstor.org/stable/40345602> .
 Putnam Robert (2000) *Bowling alone : the collapse and revival of American community* New York
 [etc] : Simon & Schuster Paperbacks, cop. 2000. (library)

Saunders, Peter *Inequality and Poverty*, [2010] *The Oxford Handbook of the Welfare State*,
<http://www.oxfordhandbooks.com/>

Sztompka Piotr (1999) *Trust : a sociological theory* Cambridge : Cambridge University Press,

Williamson, Gail M., Juliette Christie [2009] *Aging Well in the 21st Century: Challenges and Opportunities*,
 The Oxford Handbook of Positive Psychology,
<http://www.oxfordhandbooks.com/> (I will send you)

Yakushko, Oksana [2013] *Immigration and Social Class*, *The Oxford Handbook of Social Class in Counseling*,
<http://www.oxfordhandbooks.com/>

Course title	Selected issues of the Polish guardianship and social law system		
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Semester (winter/summer)	summer	ECTS	3
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Lecturer(s)	Mgr Wojciech Glac
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Department	Instytut Pracy Socjalnej
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Course objectives (learning outcomes)

Familiarize students with basic knowledge of social law issues and guardianship law issues in Polish system. To familiarize with the basic institutions of Polish law in comparison with the countries of the European Union. Dialogue on basic norms of human rights in the social and family rights system.

Prerequisites

Knowledge	<ul style="list-style-type: none"> The student has knowledge of the polish guradianship and family law The student knows and is able to define basic legal institutions of social rights systems in Europe
Skills	The student is able to diagnose the legal problems of potential clients of social assistance. <ul style="list-style-type: none"> The student is planning and organizing typical projects related to basic legal counseling. Student evaluates the usefulness of acquired knowledge for realization Broadly understood social work in the face of social problems and problems.
Courses completed	<ul style="list-style-type: none"> Introduction to law

Course organization								
Form of classes	W (Lecture)	Group type						
		A (large group)	K (small group)	L (Lab)	S (Seminar)	P (Project)	E (Exam)	
Contact hours	30	15						

Teaching methods:

Lecture: Conventional, problem-solving with multimedia presentations

Exercises: situational method, discussion, didactic games, multimedia presentations, text analysis, brainstorming, films

Assessment methods:

Other	Written exam	Oral exam	Written assignment (essay)	Student's presentation	Discussion participation	Group project	Individual project	Laboratory tasks	Field classes	Classes in schools	Didactic games	E – learning
	x			x	x	x					x	

Assessment criteria	50% written exam, 30% work assigned to the class, 10% activity in the class, 10% attendance in the class
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Comments	
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Course content (topic list)

<p>1. Lectures:</p> <ol style="list-style-type: none"> 2. Concept of social law 3. Basic principles of family law 4. What is the system of social law? 5. Social welfare law in Poland 6. Legal problems of social welfare clients 7. Aid institutions in the Polish legal system 8. Basic civil rights in social law <p>Exercises:</p> <p>Social law in practice</p> <ol style="list-style-type: none"> 1. Family law against other EU countries 2. Cross-border issues in social assistance 3. Forensic proceedings in family law 4. International institutions protecting social rights 5. Comparative analysis of legal texts on social assistance 6. Basic human rights and social law
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Compulsory reading

<ol style="list-style-type: none"> 1. Sierpowska I., Prawo pomocy społecznej, Lexis Nexis, 2014 2. Muszalski W., Prawo socjalne, PWN, 2010 3. Andrzejewski M, Prawo rodzinne i Opiekuńcze, CH Beck, 2015 <p>Ustawa o pomocy społecznej z 12 marca 2004 roku Kodeks Rodzinny i Opiekuńczy Kodeks postępowania cywilnego</p>

Recommended reading

Students will be advised by court judgments and legal opinions of the international institutions indicated in the classes, along with the lecturer's comments.